



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1445 East Hilton Ave, Mesa, AZ 85204

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Mario Ventura
Schedule : 7:00 AM to 3:30 PM
Grades : K-6
2004 Enrollment : 625
Web Address : www.mpsaz.org/keller/
Phone Number : (480) 472-6200
Fax Number : (480) 472-6150
E-mail : mpventur@mpsaz.org

Mission

Keller provides a traditional school setting with a supportive educational environment and friendly atmosphere. We strive for high academic achievement and to teach skills necessary to succeed in a global society and a rapidly changing information age.

School / Academic Goals

- ü Students will learn reading skills and strategies using phonics, comprehension strategies and literacy skills using a variety of instructional materials.
- ü Students will learn mathematics skills and concepts using computation, real-world problem solving, measurement, geometry and algebraic thinking.

Enrollment

October 1, 2003 School Year Student Enrollment : 792
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 125

Instructional Programs

- ü Gifted
- ü ELL
- ü Title I
- ü SLD

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Keller seeks to provide a physically and emotionally safe environment that promotes high levels of student achievement. We also provide communication between home and school through newsletters, PTO, Site Council, phone calls and parent conferences.

Parents

Parents are expected to attend parent teacher conferences and school activities, read newsletters and other important materials brought home by their child, review homework daily, encourage good attendance and ensure that their child arrives on time.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in their Individualized Education Plan.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü MPS Educator of the Month	1998
ü National Accreditation in Early Childhood	1998
ü Mesa School Dist. Student Services Outstanding Teachers	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5651	75509	97	98	100	508	532	521	17	9	13	24	19	23	34	33	33	25	39	31
All Students (Prior Year)	104	5599	75372	100	98	100	520	536	523	6	5	9	31	18	25	39	38	36	25	39	30
Female	51	2784	37013	98	98	100	506	534	522	17	9	12	26	19	24	26	34	33	30	39	31
Male	52	2859	38430	96	98	99	509	531	521	16	10	14	22	19	22	41	32	33	20	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	49	1862	30486	98	99	99	510	515	505	13	13	18	27	25	29	36	35	32	24	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	50	3216	35192	96	98	99	508	544	534	19	6	8	21	15	19	32	32	35	28	46	39
Students with Disabilities	20	599	9708	100	100	100	438	484	489	60	35	32	40	28	27	0	21	24	0	15	17
Students without Disabilities	83	5052	65801	93	98	98	521	537	525	9	7	11	21	18	23	40	34	34	30	41	33
Limited English Proficient Students	19	1053	16928	100	100	100	523	506	485	0	17	29	21	27	33	57	33	26	21	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	72	2909	36411				498	514	503	22	14	19	25	24	29	33	34	32	19	27	20
Non-Economically Disadvantaged	31	2742	39040				531	550	534	4	5	8	21	14	19	36	32	34	39	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5641	75492	94	98	100	511	522	519	21	11	12	20	14	16	42	48	47	17	27	24
All Students (Prior Year)	102	5584	75221	99	98	100	519	528	523	4	5	8	18	12	16	70	59	56	8	23	21
Female	49	2785	37014	94	98	100	518	526	523	18	9	10	14	13	15	45	49	48	23	29	27
Male	51	2850	38400	94	98	99	504	518	516	23	13	14	25	16	17	40	48	47	13	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	46	1851	30438	92	98	99	511	509	508	14	17	17	24	20	21	50	49	47	12	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	50	3215	35177	96	98	99	512	530	528	26	7	8	15	11	13	36	48	49	23	34	31
Students with Disabilities	19	589	9707	100	98	100	469	487	495	57	43	33	21	18	21	21	30	33	0	9	13
Students without Disabilities	81	5052	65785	91	98	98	518	525	522	14	7	10	19	14	16	46	50	49	21	28	26
Limited English Proficient Students	19	1047	16905	100	100	100	507	499	489	14	25	34	21	24	28	57	40	32	7	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	71	2904	36302				506	510	507	26	16	18	18	19	21	44	49	46	12	15	14
Non-Economically Disadvantaged	29	2737	39164				522	534	528	8	5	8	23	10	13	38	48	48	31	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5611	75053	95	98	99	519	578	597	22	10	7	19	14	12	56	68	72	3	7	9
All Students (Prior Year)	94	5503	73654	91	97	99	528	530	530	4	7	9	20	12	13	71	77	70	5	5	7
Female	50	2774	36872	96	98	99	559	604	621	16	6	5	18	11	9	60	73	74	7	10	12
Male	51	2831	38109	94	97	99	482	552	573	27	14	10	21	17	14	52	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	48	1847	30235	96	98	98	511	541	575	20	14	9	18	17	14	61	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	49	3193	35028	94	97	99	527	599	613	24	8	6	17	12	10	52	70	73	7	10	11
Students with Disabilities	19	588	9625	100	98	100	419	489	530	43	33	21	21	23	21	36	42	55	0	2	4
Students without Disabilities	82	5023	65428	92	98	98	537	587	604	18	8	6	19	13	11	59	71	73	4	8	10
Limited English Proficient Students	19	1044	16765	100	100	100	541	524	525	7	16	17	36	20	20	57	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	70	2890	36077				492	542	566	25	14	10	20	17	16	55	65	69	0	3	5
Non-Economically Disadvantaged	31	2721	38950				581	613	618	14	6	5	18	11	9	57	71	73	11	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5809	76019	96	99	100	505	514	499	3	9	14	53	34	39	7	13	14	37	44	33
All Students (Prior Year)	100	5726	76230	100	98	100	511	517	498	5	6	12	36	31	38	12	13	12	47	50	37
Female	47	2821	37207	96	99	100	512	514	499	0	8	12	58	35	41	4	13	14	38	44	33
Male	46	2979	38677	96	99	100	498	515	498	7	11	15	49	32	38	9	13	13	36	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	46	1790	29458	98	99	100	492	490	480	4	15	20	67	48	48	7	11	12	22	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	41	3386	35880	95	98	100	520	529	515	0	5	7	41	26	32	5	14	16	54	55	45
Students with Disabilities	10	619	9786	77	100	100	471	460	457	13	40	39	50	39	40	25	7	7	13	14	13
Students without Disabilities	83	5190	66233	99	98	99	508	519	503	2	6	11	54	33	39	5	14	14	39	47	35
Limited English Proficient Students	21	972	15206	100	100	100	472	477	459	10	20	31	70	53	53	15	10	7	5	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	55	2753	35714				492	493	480	6	15	20	59	44	47	6	12	12	30	29	20
Non-Economically Disadvantaged	38	3056	40266				524	531	513	0	5	9	44	25	33	8	14	15	47	56	43

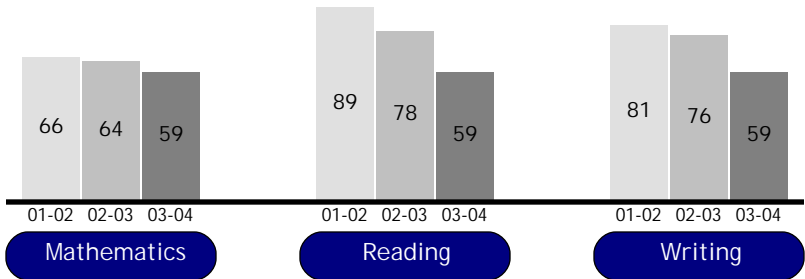
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	5803	76020	96	99	100	501	507	503	19	20	25	40	22	23	32	43	40	9	16	12
All Students (Prior Year)	100	5721	76202	100	98	100	506	510	505	9	11	19	30	21	24	49	53	46	12	14	11
Female	47	2820	37213	96	99	100	506	508	504	18	17	22	33	21	23	36	46	42	13	16	13
Male	46	2973	38666	96	99	100	496	505	501	20	22	29	47	22	22	29	41	38	4	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	46	1784	29442	98	99	99	493	496	494	27	33	37	51	26	26	18	34	31	4	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	41	3386	35890	95	98	100	510	513	511	10	12	15	31	19	20	46	48	48	13	21	18
Students with Disabilities	10	617	9784	77	100	100	487	487	485	50	57	58	38	18	19	0	19	19	13	6	4
Students without Disabilities	83	5186	66236	99	98	99	502	509	504	16	16	23	40	22	23	35	45	42	9	17	13
Limited English Proficient Students	21	967	15198	100	100	100	487	490	483	50	43	59	35	28	25	15	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	55	2745	35703				494	497	494	24	31	37	48	26	26	24	36	31	4	8	6
Non-Economically Disadvantaged	38	3058	40274				511	514	509	11	11	17	28	18	20	44	49	47	17	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5771	75673	92	98	100	537	530	530	8	15	12	28	25	25	63	56	58	1	5	4
All Students (Prior Year)	96	5622	74692	96	96	99	514	510	502	9	12	18	28	26	27	53	53	47	9	9	8
Female	45	2805	37099	92	98	100	561	549	548	2	10	8	20	22	22	75	62	64	2	6	6
Male	44	2956	38441	92	98	99	513	511	513	14	19	16	36	27	29	50	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	45	1776	29305	96	99	99	521	495	507	7	21	16	41	33	31	50	44	51	2	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	38	3366	35760	88	98	99	555	549	550	8	11	9	18	20	21	74	62	64	0	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	81	5166	65967	96	98	99	541	537	536	8	12	10	28	25	25	64	59	60	1	5	5
Limited English Proficient Students	21	961	15115	100	100	100	524	475	471	5	28	26	45	38	38	45	34	35	5	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	53	2731	35541				521	500	504	8	20	17	37	31	31	54	47	50	2	2	2
Non-Economically Disadvantaged	36	3040	40091				560	553	550	8	10	9	17	19	21	75	63	64	0	7	6

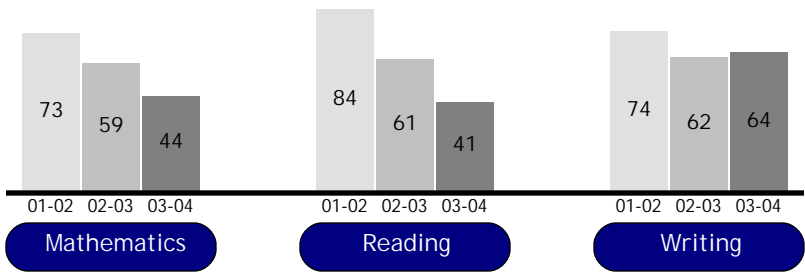
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	30	51	44	87	56	61	50	81	57	NA	58
	Language	95	30	42	39	92	35	49	43	85	40	53	50
	Mathematics	92	40	57	52	95	56	67	57	87	62	71	64
3	Reading	99	46	50	43	98	51	57	47	92	45	NA	55
	Language	99	50	53	50	98	53	61	54	94	42	63	61
	Mathematics	99	48	55	50	99	59	64	54	96	49	66	61
4	Reading	99	41	51	47	88	58	62	52	88	58	NA	56
	Language	100	35	47	45	98	52	54	48	93	51	55	52
	Mathematics	96	49	59	52	94	65	68	57	94	65	68	61
5	Reading	98	55	51	46	88	52	59	50	91	55	NA	55
	Language	98	49	45	43	96	44	53	46	93	54	55	49
	Mathematics	98	70	63	54	93	61	68	57	93	63	71	63
6	Reading	98	39	56	49	98	55	62	53	95	52	NA	56
	Language	100	41	47	42	100	48	53	45	98	44	55	48
	Mathematics	99	59	71	58	98	72	75	62	94	61	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Keller Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Curriculum Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	38.00
Other Professional Staff	26.00	Teacher Aide	34.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	1
4 to 6 years	4	2	0	0
7 to 9 years	0	1	0	2
10 or more years	11	31	0	8

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	14
Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü PC 32-station Lab
- Ü Media Center Productivity Center

Extracurricular Activities

- Ü Band
- Ü Orchestra
- Ü Chorus
- Ü Math Facts Club
- Ü Afterschool Sports
- Ü Student Council

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Crisis/Teacher Assistance Team
- Ü Counseling Services
- Ü Head Start

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Keller School has achieved 100 percent of our 'Student Achievement Incentive' goals for the past six years.
- ü Keller School continues to maintain our district reading and math averages on our spring Criterion Reference Tests.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	51	55
Grades 3-4	72	76
Grades 4-5	71	62
Grades 5-6	71	67

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Keller staff, aides and volunteers work together to help make our school as safe as possible. The playground area is supervised from 7:30 until school begins. Students are closely supervised during school hours and during after school release time.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Mario Ventura	(480) 472-6200
Transportation Policy	Mike Yonker	(480) 472-6100
Community Resources	Veronica Dailey	(480) 472-6154
School Nutrition Programs	Anna Whitaker	(480) 472-6151
Parent Organization		(480) 472-6200
Student Health/Nurse	Marilyn Reiling	(480) 472-6175

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.